NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are _**not**_ identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION

DISTRICT INFORMATION	SCHOOL INFORMATION
District: IRVINGTON	School: BERKELEY TERRACE ELEMENTARY SCHOOL
Chief School Administrator: DR. NEELY HACKETT	Address: 811 GROVE STREET
Chief School Administrator's E-mail:nhackett@irvington.k12.nj.us	Grade Levels: PreK-5
Title I Contact: Eileen Walton	Principal: Stacey Love
Title I Contact E-mail:ewalton@irvington.k12.nj.us	Principal's E-mail:slove@irvington.k12.nj.us
Title I Contact Phone Number: 973-399-6800 X 1673	Principal's Phone Number(973) 399-6852

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school needs assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Stacey Love   4-30-2015

_____   _____   _____

Principal's Name   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION

Critical Overview Elements

- The School had _____13_____ (number) of stakeholder engagement meetings.

  - State/local funds comprised _____% of the school's budget in 2014-2015.

  - State/local funds will comprise _____$ of the school's budget in 2015-2016.

  - Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Smart Board (4th grade)	Priority1-ELA/Math-Student Performance results in ELA/Math: Students need academic support to reach proficient/advanced levels on the state standardized test. Priority 3-Professional Development needed for staff in Research-Based Strategies and Best Practices: Based on classroom visitations and walkthroughs. The teaching faculty needs support in further	>Reading& Math strategies >Differentiated Instruction >Independent Reading >Project Based learning > Vocabulary development	20-TI5-400-731-02-30	6,0000

	developing effective instructional strategies to support academics.			
ELA/Math: PARCC Preparation Program: After School (6 Teachers). Grades 3-5	Priority1-ELA/Math- Student Performance results in ELA/Math: Students need academic support to reach proficient/advanced levels on the state standardized test. Priority 3-Professional Development needed for staff in Research-Based Strategies and Best Practices: Based on classroom visitations and walkthroughs. The teaching faculty needs support in further developing effective instructional strategies to support academics.	>Reading& Math strategies >Differentiated Instruction >Independent Reading >Project Based learning > Vocabulary development	20-TI5-200-100-02-30 20-TI5-200-200-02-30 20-TI5-100-600-02-30	10,656.00 3,000.00 815.18 FICA 48 hrs. Jan-May
Author's Visit	Priority 1- Priority1-ELA- Student Performance results in ELA: Students need academic support to reach proficient/advanced levels on the state standardized test.	> Literacy: read/Write > Fluency comprehension >Read & Write strategies >Differentiated Instruction >Independent Reading >Project Based learning > Vocabulary development	20-TI5-200-500-02-30	1,000.00
Classroom Magazines	Priority 1- Priority 1-Priority1-ELA- Student	> Literacy: read/Write > Fluency	2020-TI5-100-600-02-30	4,000.00

	Performance results in ELA: Students need academic support to reach proficient/advanced levels on the state standardized test.	comprehension >Read & Write strategies >Differentiated Instruction >Independent Reading >Project Based learning > Vocabulary development		
Reading Club	Priority1-ELA-Student Performance results in ELA: Students need academic support to reach proficient/advanced levels on the state standardized test. Priority 3-Professional Development needed for staff in Research-Based Strategies and Best Practices: Based on classroom visitations and walkthroughs. The teaching faculty needs support in further developing effective instructional strategies to support academics.	>Reading strategies >Differentiated Instruction >Independent Reading >Project Based learning > Vocabulary development	20-TI5-200-100-02-30 20-TI5-200-200-02-30	740.00 56.61
Field Trips	Priority 2 /Student Performance results in Math: students need academic support to reach proficiency/advanced proficiency on the standardized test.	>Cooperative Learning > Problem solving > Peer Assisted learning >Direct Instruction > Manipulative usage (My Math) > Independent Practice	20-TI5-100-800-02-30 20-TI5-200-500-02-30	3,000.00 5,000

	Scores reveal major deficiencies in Math			
Math problem Solving Workbook	Priority 2 /Student Performance results in Math: students need academic support to reach proficiency/advanced proficiency on the standardized test. Scores reveal major deficiencies in Math	Math Gr 3-5 >Cooperative Learning > Problem solving > Peer Assisted learning >Direct Instruction > Manipulative usage (My Math) > Independent Practice >Differentiated Instruction	20-TI5- 100-600-02-30	2,472.75
Common Core Performance Coach	Priority 2 /Student Performance results in Math: students need academic support to reach proficiency/advanced proficiency on the standardized test. Scores reveal major deficiencies in Math	Math 1-2 >Cooperative Learning > Problem solving > Peer Assisted learning >Direct Instruction > Manipulative usage (My Math) > Independent Practice > Differentiated Instruction	20-TI5-100-600-02-30	3,105.00
Kidstart Activity Book	Priority 2 /Student Performance results in Math: students need academic support to reach proficiency/advanced proficiency on the standardized test. Scores reveal major deficiencies in Math	Math K >Cooperative Learning > Problem solving > Peer Assisted learning >Direct Instruction > Manipulative usage (My Math) > Independent Practice > Differentiated Instruction	20-TI5-100-600-02-30	1,725.00

Positive Behavior Support In School (2 Advisors) Incentives Anti-Bullying Literature Themed Lesson: "Ira Sleeps Over" by Bernard Waber; and instructional materials School Dance Health and Wellness (1 Advisor) Smart Board	Priority 4/School Climate: from analyzing a "School Climate Survey". Fifth grade students' perception of the school not being a friendly place 91% of responses. Students in grades 2-3 with the perception that their classmates did not accept them is 70%.	>Reduction of negative perceptions about students > Anti-bully Themes >Friendship, tolerance Themes > Recognition of Student Achievement > Activities that foster camaraderie and teamwork > Promote School Spirit >Address Nutrition and Health	20-TI5-100-600-02-30 20-TI5-200-600-02-30 20-TI5-100-500-02-30 20-TI5-200-500-02-30	960.00 1070.00 1,110.00 1,250.00
"Spotlight on Achieve" Monthly Newsletter	Priority 4/School Climate: from analyzing a "School Climate Survey". Fifth grade students' perception of the school not being a friendly place 91% of responses. Students in grades 2-3 with the perception that their classmates did not accept them is 70%.	>Reduction of negative perceptions about students > Anti-bully Themes >Friendship, tolerance Themes > Recognition of Student Achievement > Activities that foster camaraderie and teamwork > Promote School Spirit >Address Nutrition and Health	20-TI5-200-100-02-30 20-TI5-200-200-02-30	760.00
Yearbook Club	Priority1-ELA-Student Performance results in ELA: Students need academic support to reach proficient/advanced levels on the state standardized test. Priority 3-Professional Development needed	>Reading& Math strategies >Differentiated Instruction >Independent Reading >Project Based learning > Vocabulary development	20-TI5-200-100-02-30 20-TI5-200-200-02-30	740.00 56.61

	for staff in Research-Based Strategies and Best Practices: Based on classroom visitations and walkthroughs. The teaching faculty needs support in further developing effective instructional strategies to support academics.			
School Climate and Culture Club	Priority 4/School Climate: from analyzing a "School Climate Survey". Fifth grade students' perception of the school not being a friendly place 91% of responses. Students in grades 2-3 with the perception that their classmates did not accept them is 70%.	>Reduction of negative perceptions about students > Anti-bully Themes >Friendship, tolerance Themes > Recognition of Student Achievement > Activities that foster camaraderie and teamwork > Promote School Spirit >Address Nutrition and Health	20-TI5-200-100-02-30 20-TI5-200-200-02-30	740.00 56.61
School Incentive Celebrations	Priority 4/School Climate: from analyzing a "School Climate Survey". Fifth grade students' perception of the school not being a friendly place 91% of responses. Students in grades 2-3 with the perception that their classmates did not accept them is 70%.	>Reduction of negative perceptions about students > Anti-bully Themes >Friendship, tolerance Themes > Recognition of Student Achievement > Activities that foster camaraderie and teamwork > Promote School Spirit >Address Nutrition and Health	20-TI5-200-500-02-30	1,000.00

PBSIS/School Store (Customized)	Priority 4/School Climate: from analyzing a "School Climate Survey". Fifth grade students' perception of the school not being a friendly place 91% of responses. Students in grades 2-3 with the perception that their classmates did not accept them is 70%.	>>Reduction of negative perceptions about students > Anti-bully Themes >Friendship, tolerance Themes > Recognition of Student Achievement > Activities that foster camaraderie and teamwork > Promote School Spirit >Address Nutrition and Health	20-TI5-200-500-02-30	849.95

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.
Note: For continuity, some representatives from this Needs Assessment Stakeholder Committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Stacey Love	School Staff-Administrator	X	X	X	*Stacey Love*
Barbara Crone	School Staff-Principal Secretary	X	X	X	*Barbara Crone*
Yojana Gray	School Staff-Media Specialist	X	X	X	*Yojana Gray*
Christine Pfieffer	School Staff-Third Grade Mathematics Teacher	X	X	X	*Christine Pfieffer*
Lystrea Crooks	School Staff- K/5 Consultative Special Education Teacher	X	X	X	*Lystrea Crooks*
Tara Murtha	School Staff-Art Teacher	X	X	X	*Tara Murtha*

Stakeholder/Schoolwide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at different times of the year (e.g., fall and spring). List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment, Schoolwide Plan development, and the program evaluation below.

Date	Location	Topic	Agenda on File		Minutes on File	
March 11, 2015	BTS- Room 117A	Needs Assessment	Yes	No	Yes	**No**
March 13, 2015	BTS- Room 117A	Needs Assessment	X		X	
March 18, 2015	BTS- Room 117A	Plan Development	X		X	
March 20, 2015	BTS- Room 117A	Plan Development	X		X -SLC	
April 13, 2015	BTS- Room 117A	Plan Development	X		X	
April 16, 2015	Computer Lab	Plan Review	X		X-SLC	
April 24, 2015	BTS-Library	Plan Development	X		X	
April 28, 2015	BTS- Library	Program Evaluation	X		X	
May 1, 2015	BTS- Room 117A	Program Evaluation	X		X	
May 21, 2015	BTS- Room 117A	Program Evaluation	X		X -SLC	

*Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of Schoolwide programs will capture the school's response to some or all of these important questions:

- What is our purpose here?
- What are our expectations for students?
- What are the responsibilities of the adults who work here?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	"OUR GREATEST RESOURCES ARE THE MINDS OF CHILDREN" Walt Disney It is the vision of Berkeley Terrace Elementary School to provide an environment that promotes the development of highly educated, well rounded students and encourages them to be enthusiastic, confident, and inspired to realize their highest potential. In pursuit of this vision, Berkeley Terrace Elementary School will: • Create an environment which accepts and respects the diversity of all individuals; • Provide a safe physical atmosphere conducive to learning; • Prepare students to think critically, solve problems and make informed choices; • Recognize innovation and risk taking as part of the learning process; • Provide students with up-to-date technology; • Encourage students to demonstrate the rights and responsibilities of good citizenship; • Give students the freedom to develop creative expression and individual talents; • Educate students in life-skills to assist them in becoming contributing, responsible, citizens

SCHOOLWIDE COMPONENT: EVALUATION

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program
(For schools approved to operate a schoolwide program prior to 2014-2015)

1. Did the school implement the program as planned?

   Student progress and achievement is fostered and assessed in a variety of ways. In the English Language Arts program, kindergarten, first and second grade classes receive 120 minutes of ELA instruction and Grades 3-5 receive 90 minutes of ELA instruction every day. The programs READ 180 was fully implemented all year and will be implemented in the 2015-2016 school year. The purpose of the Read 180 program is for students to experience a personal growth and have a more satisfying sense of accomplishment in all subjects. Students who become strong readers explore new ideas and apply acquired learning independently.

   In Mathematics, a new research-based math program-My Math by McGraw Hill with online support for students and parents was implemented. In addition, a 90 minute uninterrupted daily instruction is provided. Improvement in math is encouraged through the use of math cycle projects, math problem solving journals, games designed to match skills and concepts being taught; internet resources, test-best practices, and the use of highly effective lesson plans written on a weekly basis.

2. What were the strengths of the implementation process?

   The staff, teachers, and administration collaborated via the professional learning communities once or twice per month or via emails. Grade/ subject meetings were implemented once per month. Professional development workshops to support instruction in mathematics and literacy are offered in district to share best practices with teachers and administrators at all grade levels and subjects. In addition workshops are offered via webinars.

3. What implementation challenges and barriers did the school encounter?

   The challenges included time to provide staff members with ongoing training and support, equipping the school with adequate infrastructure to support the technology needs of our new program, and revising schedules to meet the individual needs of students.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

   Teachers collaborated and shared ELA and Math best practices, and a School Data Team was established to analyze testing data, quarterly academic performance data, and school climate data. Teachers and administration actively revised and analyzed formal

and informal assessments to monitor instruction. Programmatic challenges included providing ongoing teacher training and support.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
   Informational workshops and hands-on activities were provided for stakeholders. Additionally, data and all necessary guidance on the content related to the new programs; were communicated to parents via the Home-School Communication folder, School Leadership Council and PTA meetings; Differentiated Professional Development for Staff; Bi-weekly faculty meetings.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
   The research-based math program: My Math, McGraw Hill was highly recognized by teachers. The teaching staff was excited to implement the new programs in order to improve student achievement. The My Math program offered online support, and the use of manipulatives to model and reinforce the skills/concepts. With regard to the ELA program instructional strategies were provided to support reading. Writing materials (non-fiction reading), that supported instruction, aligned to the Common Core State Standards were provided. The teaching staff made all efforts to analyze and write assignments or to pre-plan activities to meet the ELA learning needs of all students including students with IEPs and students receiving services through the English as a Second Language (ESL) program. The vast majority of teachers were receptive to incorporating activities that were essential in order to successfully implement the program. Evidence has been: documents from walkthroughs, observations and lesson plans.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
   Parents were offered a number of ways to become active participants in the school. Parents were notified of academic programs by monthly meetings; monthly calendars, and workshops related to academics. In addition, the school administration established a Principal Advisory Committee (PAC) that involves teachers, parents, and staff in the evaluation of academic programs. Overall, parents supported the effort to improve student achievement.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.) ?
   The delivery involved large group, small group, dyads, Data Team meetings, PTA meetings, email, Grade Level meetings, and one on one instruction.

9. How did the school structure the interventions?
   The interventions for students in need of support were as follows: small group approach; one-on-one training; small/class meetings; speakers and assemblies. In addition, the students in need of interventions were identified using data and given extra support to promote success. During the PARCC Readiness afternoon program, teachers analyze the pre-test scores to adjust their lessons and deliver effective instruction.

10. How frequently did students receive instructional interventions?
    Interventions were provided weekly during the PARCC Readiness afternoon program; as well as daily by teachers as they monitored learning and made adjustments to instruction. Students participate in "Achieve to Succeed" meetings with the

Guidance Counselor where students learned tips to improve their grades, study skills, test taking strategies, and reading/writing tips. In addition, some teachers donated their time to tutor students before school, after school, and during lunch periods.

11. What technologies did the school use to support the program?

The My Math program was supported through the SMART boards, websites, and online access. In addition, a computer lab is utilized by each class on a regular basis for large group instruction. Read 180/System 44 was implemented and Put Reading First instructional techniques were incorporated from Kindergarten to Grade 5 during ELA instruction. Read 180 and System 44 programs have a strong technology component that is used daily.

12. Did the technology contribute to the success of the program, and if so, how?

Math teachers, grades 3-5 had easy access to obtain data from My Math Unit tests and Cycle tests. This factor contributed to teachers being able to successfully monitor the learning progress of students; adjust and write effective lesson plans, and plan and design activities to support the Common Core State Standards (CCSS) and the National Educational Technology Standards (NETS). The computer lab (20 Mac computers) and computers in the classrooms (2-3) were incorporated to allow students to independently practice skills learned, activities, and to type reports and essays (ELA).

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Student Performance
State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4	Only one year of testing data is available for current Grade 4 students. In Spring 2014, 26 Grade 4 students scored partially proficient on ELA.	Information will be available at a later date	Differentiated Instruction Classroom Centers Independent Reading Practice PARCC Simulation Tests Read 180 Weekly PLC meetings to collaborate on strategies On Course lesson planning Put Reading First (Reading, Writing, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension) Afternoon PARCC Enrichment Tutoring Program.	In order to improve student performance in English Language Arts, teachers attended workshops and received professional development on different types of programs and strategies that could better align their instruction to the areas of deficiency. The focus was on the alignment of the Common Core Standards with instructional practices. The current ELA series (Reading Wonders) was primarily utilized to teach ELA. These texts were effective because they were aligned to the Common Core Standards. Kindergarten to grade 5 students were assigned to library classes one period per week. This encouraged students to develop a fondness for reading independently. Benchmark assessments such as DRAs and SRIs revealed student growth attributed to student grouping and intervention strategies that teachers used in the following areas: differentiated instruction, guided reading, and a focus on specific Student Learning Objectives (SLOs). Pacing guides provided by Central Office were also instrumental in the designing and planning of lessons. Read 180 2014 Results Grade 3: Growth in Lexile 20-483 points- Sp. 2014 Grade 4: Growth in Lexile 35- 687 points-Sp. 2014

SCHOOLWIDE COMPONENT: EVALUATION

Grade 5	Seventeen (17) students currently in Grade 5 scored PP on the Spring 2012 and Spring 2014 PARCC	RESULTS WILL BE GIVEN ONCE AVAILABLE TO US	Differentiated Instruction Classroom Centers Independent Reading Practice NJASK Simulation Tests Read 180 Weekly PLC meetings to collaborate on strategies On Course lesson Planning Put Reading First (Reading, Writing, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension) Afternoon PARCC Enrichment Tutoring Program.	In order to improve student performance in English Language Arts, teachers attended workshops and received professional development on different types of programs and strategies that could better align their instruction to the areas of deficiency. The focus was on the alignment of the Common Core Standards with instructional practices. The current ELA series (Reading Wonders) was primarily utilized to teach ELA. These texts were effective and were aligned to the Common Core Standards. Kindergarten to grade 5 students were assigned to library classes one period per week. This encouraged students to develop a fondness for reading independently. Benchmark assessments such as DRAs and SRIs revealed student growth attributed to student grouping and intervention strategies that teachers used in the following areas: differentiated instruction, guided reading, and a focus on specific Student Learning Objectives (SLOs). Pacing guides provided by Central Office were also instrumental in the designing and planning of lessons. Read 180 2014 Results: Grade5: Growth in Lexile 89-642-Sp. 2014

Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4	Only one year of testing data is available for current Grade 4 students. In Spring	Information will be available at a later date	Differentiated Instruction Learning Centers Infusion of Technology in instruction Practice PARCC Simulation Tests Interventions and Manipulative from My Math Series	For Mathematics, teachers provided students with meaningful practice as opposed to repetition of solving the same problems. Workshops for teaching staff were provided on the skills/concepts to focus on per grade level. The district's adaptation of the My Math series was also extremely instrumental in the improvement of

	2014, 10 current grade 4 students scored partially proficient on MATH.		Saturday Academy Program On Course Lesson Planning My Math E-Assessments Problem of the Day Departmentalization grades 3 through 5 Least Restrictive Environment Weekly Professional Development for teachers	student performance. The series is aligned to the Common Core Standards. Professional development regarding its implementation was ongoing and productive. Additionally, the series contained a technology component, which provided online assessments and gave students easy access to practice math at home. Grades K-5 has an uninterrupted double math period, which affords teachers the time to explore the depth of each skill. Pacing guides provided by Central Office were also instrumental in the designing and planning of lessons, which encouraged differentiation of instruction and the implementation of rigor. <u>Afternoon PARCC Program 2015</u> Grade 3: 37 students: Pre-Test: 43% - Post-Test:65% <u>Afternoon PARCC Program 2015</u> Grade 4: 43Students: Pre-test: 50% - Post-Test: 73%
Grade 5	Sixteen (16) students currently in Grade 5 scored Partially proficient in MATH on Spring 2012 and Spring PARCC	Information will be available at a later date	Differentiated Instruction Learning Centers Infusion of Technology in instruction Practice PARCC Simulation Tests Interventions and Manipulative from My Math Series Saturday PARCC Academy Program On Course Lesson Planning My Math E-Assessments Problem of the Day	For Mathematics, teachers provided students with meaningful practice as opposed to repetition of solving the same problems. Workshops for teaching staff were provided on the skills/concepts to focus on per grade level. The district's adaptation of the My Math series was also extremely instrumental in the improvement of student performance. The series is aligned to the Common Core Standards.

			Departmentalization grades 3 through 5 Least Restrictive Environment Weekly Professional Development for teachers	Professional development regarding its implementation was ongoing and productive. Additionally, the series contained a technology component, which provided online assessments and gave students easy access to practice math at home. Grades K-5 has an uninterrupted double math period, which affords teachers the time to explore the depth of each skill. Pacing guides provided by Central Office were also instrumental in the designing and planning of lessons, which encouraged differentiation of instruction and the implementation of rigor. Afternoon PARCC Program 2015 Grade 5: 30 students: Pre-Test: 50% - Post-Test:75%

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2012-2013	2013-2014	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Pre-Kindergarten Self-contained	5		➢ PIRT Team address of needs and retesting in ESI-R ➢ Referral to outside agencies for services	After ESI-R retesting, some students met the benchmark criteria. Other students were placed on an observation log by their teacher and master teacher. Teachers supported students who did not meet the benchmark.
Kindergarten	16		> Reading Wonders Interventions: provided an engaging and interactive way for all students to develop mastery of basic reading skills they are learning through the core curriculum > Teachers followed the Unit Pacing guides (provided by the district) which were used to guide instruction >The focus is on Put Reading First which is an ELA initiative that is aligned to the Common Core Standards and is focused on Comprehension, Phonics, Phonemic Awareness, Vocabulary and students' ability to read fluently > ELA Cycle tests Benchmark testing to assess student's performance level > Guided Reading: to meet the varying instructional needs of all the students in the classroom, enabling them to greatly expand their reading powers. >Differentiated Instruction > Read Alouds > Learning Centers: ways to set up classroom for	Reading comprehension and reading with fluency remain areas of concern. Students' inabilities to decode grade level appropriate words are major concerns. Students' mobility and learning disabilities are factors in the lack of academic achievement at this age level. The teachers have to be consistent with providing rigorous instruction.

			various activities >Portfolios: to demonstrate students' accomplishments to showcase their competencies, and to collect exemplars and samples of student work. > Independent Reading Projects: demonstrate ability to reflect on self >District sponsored essay contests: assessing students writing performance through competition	
Grade 1	14		>Reading and writing improvement would require engagement both in and out of the classroom >Reading Wonders Interventions: a supplemental resource to provide an engaging and interactive way for all students to develop mastery of basic reading skills. >Teachers followed the Unit Pacing guides (provided by the district) which will be used to guide instruction >Put Reading First which is an ELA initiative that is aligned to the Common Core Standards and is focused on Comprehension, Phonics, Phonemic Awareness, Vocabulary and students' ability to read fluently > Running Records: In class teacher student collaboration on student's learning performance	We must focus on the areas of comprehension and students' ability to read with fluency. Students' inabilities to decode grade level appropriate words also remain a major concern. During the 2013-2014 school year 14% of students failed English Language Arts assessment.
Grade 2	4		Reading and writing improvement would require engagement both in and out of the classroom >Reading Wonders Interventions: a supplemental resource to provide an engaging and interactive way for all students to develop mastery of basic reading skills. >Teachers followed the Unit Pacing guides (provided by the district) which will be used to	

			guide instruction >Put Reading First which is an ELA initiative that is aligned to the Common Core Standards and is focused on Comprehension, Phonics, Phonemic Awareness, Vocabulary and students' abilities to read fluently > Running Records: In class teacher student collaboration on student's learning performance >2014-2015 Reading Wonders, was implemented, and is aligned to the Common Core State Standards, This is a researched based reading program. * Supplemental materials will be used with monthly and quarterly assessments to determine how students are progressing	

Describe why the interventions provided _did_ or _did not_ result in proficiency.
Students receive multiple opportunities to achieve success. Work sampling is completed to monitor and document student progress. Work sampling demonstrates evidence of mathematics skills, vocabulary and students' abilities to apply math to "real life" experiences.
Student mobility and learning disabilities are factors in

the lack of academic achievement at this grade level. The teachers have to be consistent with providing rigorous instruction. The implementation of MyMath along with interactive activities on the Smartboard helped improve the proficiency of the students in counting, adding, subtracting, measuring and solving word problems while also identifying shapes.

Teacher created assessments due to the fact that teachers received meaningful and continuous professional development in the My Math program that was implemented by the district.
The program was implemented with fidelity because the district obtained "buy in" from the staff. My Math was also aligned with the Common Core Standards and encouraged rigorous and differentiated instruction. The program was also teacher and student friendly and came with a plethora of manipulatives and other supplementary resources.

 Progress has been made in the area of math. We will continue to implement My Math and E-assessments while employing the strategies and implementing the interventions of the program.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement **Implemented in 2014-2015**

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Read 180 Differentiated Instruction Read Across America School/District Classroom Libraries After school PARCC preparation.	ELA	Yes	Teacher's Lesson Plans PLC meeting Agendas Saturday NJASK Program Pre-and Post test scores	READ 180 Data Spring 2014 Grade 3: Growth in Lexile 20-483 points- Sp. 2014 Grade 4: Growth in Lexile 35- 687 points-Sp. 2014 Grade5: Growth in Lexile 89-642-Sp. 2014 In addition, in order to improve ELA, teachers were provided with appropriate workshops that focus on different types of programs to gain the strategies to teach the target students the skills necessary to achieve the goals to increase proficiency levels. All classrooms have libraries on a broad range of reading levels that students have been using for reading purposes. <u>ELA Unit Assessments Scores</u> Grade 3: October- Unit 4ELA- 39.5% > May 2014- 70% Grade 4: October-Unit 4 ELA- 48% > May 2014- 69% Grade 5: October- Unit 4 ELA- 63% > May 2014- 80% <u>Afternoon PARCC READINESS Program Spring 2014:</u> Grade 3-ELA- Pre-test: 43% Post-test: 65% Grade 4-ELA- Pre-test: 50% Post-test: 73% Grade 5- ELA- Pre-test: 50% Post-test: 75% Since READ 180 and System 44 were both implemented late in the 2015-2016 school year, these proficient rates are not necessarily indicative of the impact that these interventions may have had. We will look to the 2015 PARCC Assessment proficiency scores in ELA to determine what impact these interventions are having on our students' performance.

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
				PROFICIENT SCORES FOR ALL STUDENTS
				Spring 2011-ENGLISH LANGUAGE ARTS
				Grade 3-29% Proficient
				Grade 4-26% Proficient
				Grade 5-33% Proficient
				Spring 2012-English Language Arts
				Grade 3- 30% Proficient
				Grade 4-15% Proficient
				Grade 5-20% Proficient
				Spring 2013-English Language Arts
				Grade 3-39% Proficient
				Grade 4-21% Proficient
				Grade 5-23% Proficient
				Cycle I-2014-ELA Grade Distribution Results
				(A) (B) (C)
				Grade 2- 21% 41% 33%
				Grade3- 0% 17% 33%
				Grade 4- 13% 35% 45%
				Grade 5- 0% 54% 32%
				Cycle II-2014- ELA grade Distribution Results
				(A) (B) (C)
				Grade 2- 20 % 47% 20%
				Grade3- 0% 17% 33%
				Grade 4- 13% 35% 45%
				Grade 5- 0% 54% 32%
				Cycle III-2014- ELA grade Distribution Results
				(A) (B) (C)
				Grade 2- 11% 47% 36%
				Grade3- 11% 30% 32%

1	2	3	4	5
				Grade 4- 29% 62% 6% Grade 5- 5% 40% 33% Cycle IV- 2013-2014- ELA grade Distribution Results (A) (B) (C) Grade 2- 16% 59% 18% Grade3- 40% 32% 22% Grade 4- 31% 38% 23% Grade 5- 6% 37% 25%
My Math Manipulatives, Smartboard and computers Differentiated Instruction Practice/review packets for PARCC PARCC Afternoon Readiness Program	Mathematics	Yes	Lesson Plans Walkthroughs Saturday Program: Pre -and Post Test Scores	My Math, a research-based math program was introduced as a new textbook series. According to the comparison results of the Performance Level Percentage on the NJPASS for the 2011-2012 school years, student performance decreased by 6.0 % in Grade 2. According to the comparison results of the Performance Level Percentage on the NJASK MATH for the 2011-2012 school year , student performance increased by 9.0% in Grade 3 In order to improve Mathematic skills, teachers were provided with appropriate workshops that focus on different types of programs to gain the strategies to teach the target students the skills necessary to achieve the goals to increase proficiency levels. Walkthrough data on Manipulatives-Spring -2014: Kindergarten: 100% manipulates; 65 % Smartboards; 0% computer lab; 100 % classroom computers. Grade1 data 2013-2014: 100% manipulates; 100 % Smartboards; 10% computer lab;

1	2	3	4	5
				100 % classroom computers.
				<u>Grades 2-5 data 2013-2014:</u>
				100% manipulates; 100 % Smartboards; 0% computer lab; 100 % classroom computers.
				The PARC shows that 35% of Grade 5 students scored proficient in MATH. The PARCC Spring 2012 shows that 37% of those same Grade 5 students (then in Grade 3) scored proficient in Math. Thus, following the same group of students for two years of test data shows that the percentage of students earning proficient scores on the PARCC in MATH has decreased by 2% from Spring 2012.
				Since the My Math Program was not in place throughout the entire 2015-2016 school year, these proficient rates are not necessarily indicative of the impact that this new curriculum may have had. We will look to the Spring 2015 PARCC Readiness proficiency scores to determine what impact this new program is having on our students' academic performance.
				<u>PARCC Readiness MATH Program Spring 2015:</u>
				Grade 3 >Pre-test: 31% Post Test: 61%
				Grade 4> Pre-test: 43% Post Test: 68%%
				Grade 5> Pre-test: 44% Post Test: 70%
				PROFICIENT SCORES FOR ALL STUDENTS
				<u>Spring 2012-MATHEMATICS</u>
				Grade 3-40% Proficient
				Grade 4-41% Proficient
				Grade 5-38% Proficient
				<u>Spring 2013-MATHEMATICS</u>
				Grade 3-67% Proficient

1	2	3	4	5
				Grade 4-30% Proficient
				Grade 5-43% Proficient
				Cycle I- 2014- Math Grade Distribution Results
				(A) (B) (C)
				Grade 2- 59% 21% 14%
				Grade3- 49% 26% 14%
				Grade 4- 37% 37% 13%
				Grade 5- 37% 37% 12%
				Cycle II- 2014- Math Grade Distribution Results
				(A) (B) (C)
				Grade 2- 34% 39% 20%
				Grade3- 49% 26% 14%
				Grade 4- 37% 37% 13%
				Grade 5- 37% 37% 12%
				Cycle III- 2014- Math Grade Distribution Results
				(A) (B) (C)
				Grade 2- 32% 45% 14%
				Grade3- 40% 28% 21%
				Grade 4- 25% 30% 30%
				Grade 5- 10% 42% 21%
				Cycle IV- 2014- Math Grade Distribution Results
				(A) (B) (C)
				Grade 2- 16% 59% 18%
				Grade3- 40% 32% 22%
				Grade 4- 31% 38% 23%
				Grade 5- 6% 37% 25%
Read 180	Students with Disabilities	Yes	Lesson Plans Walkthroughs	Read 180 and System 44 were introduced as an intervention for the partially proficient students.

1	2	3	4	5
Differentiated Instruction Read Across America School/District Classroom Libraries PARCC in class and take home practice packets Afternoon PARCC Readiness Program **Math Program** My Math Manipulatives Differentiated Instruction			Saturday Program: Pre -and Post Test Scores	Grade 3 Read 180-Spring 2014: Grade 4 Read 180- Spring 2014: Grade 5 Read 180- Spring 2014: In addition, in order to improve Language Arts Literacy, teachers were provided with appropriate workshops that focus on different types programs to gain the strategies to teach the target students the skills necessary to achieve the goals to increase proficiency levels. All classrooms have libraries on a broad range of reading levels that students have been using for reading purposes. **PROFICIENT SCORES FOR STUDENTS WITH DISABILITIES** SPRING 2011-ENGLISH LANGUAGE ARTS Grade 3-0% Proficient Grade 4-0% Proficient Grade 5-0% Proficient SPRING 2012-ENGLISH LANGUAGE ARTS Grade 3-0% Proficient Grade 4-0% Proficient Grade 5-0% Proficient SPRING 2013-ENGLISH LANGUAGE ARTS Grade 3-0% Proficient Grade 4-0%Proficient Grade 5-0% Proficient The PARCC Spring 2013 shows that 0% of current Grade 5 Special Education students scored proficient in ELA. The PARCC Spring 2012 shows that 0% of those same Grade 5 students for two years of test data shows that the percentage of students earning proficient scores on the PARCC in ELA has not improved for two testing years.

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
Practice/review packets for PARC PARCC Readiness Program				Since Read 180 and System 44 were both implemented so late in the 2015-2016 school year, these proficient rates are not necessarily indicative of the impact that these interventions may have had. We will look to the Spring 2015 PARCC proficiency scores in ELA to determine what impact these interventions are having on our students ' academic performance. **PROFICIENT SCORES FOR STUDENTS WITH DISABILITIES** SPRING 2012-MATHEMATICS Grade 3-0% Proficient Grade 4-50% Proficient Grade 5-50% Proficient SPRING 2013-MATHEMATICS Grade 3-10% Proficient Grade 4-0% Proficient Grade 5-12% Proficient SPRING 2014-MATHEMATICS Grade 3-0% Proficient Grade 4-0% Proficient Grade 5-0% Proficient Since the My Math program was implemented mid-way in the 2014-2015 school year, these proficient rates are not necessarily indicative of the impact that these interventions may have had. We will look to the Spring 2015 PARCC proficiency scores in Math to determine what impact these interventions are having on our students' academic performance.
N/A	Homeless/Migr			

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
ant				
ELA Program Read 180 Read 180 Differentiated Instruction Read Across America School/District Classroom Libraries NJASK in class and take home practice packets PARCC Readiness Afternoon Program **Math Program** My Math Manipulatives Differentiated Instruction Practice/review packets for PARCC	ELLs	Yes	**MATH** Lesson Plans Walkthroughs Saturday Program: Pre -and Post Test Scores	**PERCENTAGE OF PROFICIENT SCORES-ELL STUDENTS** Spring 2013-ENGLISH LANGUAGE ARTS Grade 3-33% Proficient Grade 4-17% Proficient Grade 5-13% Proficient Spring 2014-ENGLISH LANGUAGE ARTS Grade 3-50% Proficient Grade 4-10% Proficient Grade 5-0% Proficient **PERCENTAGE OF PROFICIENT SCORES-ELL STUDENTS** Spring 2013-MATHEMATICS Grade 3-40% Proficient Grade 4-20% Proficient Grade 5-20% Proficient Spring 2014-MATHEMATICS Grade 3-75% Proficient Grade 4-20% Proficient Grade 5-0% Proficient In order to improve ELA and Math skills, teachers were provided with appropriate workshops on different types of programs such as My Math, Put Reading First Strategies, Read 180 and System 44, that provided teachers with the strategies to teach the target students the skills and strategies to increase proficiency levels.

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
Afternoon PARCC Readiness Program				

Extended Day/Year Interventions **Implemented in 2013-2014 to Address Academic Deficiencies**

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
PARCC Readiness Afterschool Program	ELA	Yes	Attendance and completion of the program Pre and Post Test Scores	A review of pre-test and post-test scores indicates that students made improvement. The ELA PARCC Readiness Afterschool Program was held from January 26 to May 10, 2014. Grade 3 students-The results of the Post-Test showed that 25 out of the 28 students of the general population, improved on an average of 13% on all indicators of the ELA Measurement Up improvement on the post-test scores, and, the Special Needs (1) student showed 5% improvement. Grade 4 students-The results of the post test showed that all 37 students: 28 General population, improved 12%; 7 ELL and 2 Special Needs showed a 7% improvement on the post test compared to the pre-test test of the Measuring Up PARCC, 2015 Grade 5 students-The results of the post-test showed that all 20 students of the general population improved 11%; 3 ELL students improved 15% and 2 Special Needs a 7% improvement on the post-test. There is a need to continue to focus on improving ELA skills.
Afterschool PARCC Readiness	Mathematics	Yes	Attendance and completion of the program	A review of pre and post-test scores indicates that students made improvement.

	2	3	4	5
Program				The Math afternoon PARCC Readiness Program was held from March 19 – June 4, 2015. Grade 3 students-The results of the post-test showed that 28 students of the general population, improved on an average of 15% on all indicators of the Math Measurement Up PARCC, 2014. ELL students (3) improved 8% improvement on the post-test scores, and, the Special Needs (1) student showed 5% improvement. Grade 4 students-The results of the post test show that all 37 students: 28 general population, improved 16%; 7 ELL and 2 Special Needs showed a 10% improvement on the post test compared to the pre-test test of the Math Measuring Up PARCC Review, 2014 Grade 5 Students-the results of the post-test showed that all 20 students, general population, improved 12%;3 ELL improved 7% and 2 Special Needs also showed a 7% improvement There is a need to continue to focus on improving Math Skills.
PARCC Readiness Afterschool Program	Students with Disabilities	Yes	Attendance and completion of program	A review of pre and post test scores indicates that students made improvement. The ELA and PARCC Readiness Afterschool Program were held from January 11 to May 10, 2014. **ELA** PARCC Readiness Afterschool Program Grade 3 student-The results of the Post-Test showed that 25 out of the 28 students of the general population, improved on an average of 13% on all indicators of the ELA Measurement PARCC review, 2014. The Special Needs (1) student showed 5% improvement.

	2	3	4	5
				Grade 4 students-The results of the post test show that all 37 students: 28 students of the general population improved 12% . The Special Needs (2) students showed a 7% improvement on the post test compared to the pre test of the Measuring Up PARCC Review, 2014. Grade 5 students-The results of the post-test showed that all 20 general population and 2 Special Needs students showed a 7% improvement. **Math Saturday Enrichment** Grade 3 students-The results of the Post-Test showed that 28 students of the general population improved on an average of 15% on all indicators of the Math Measuring Up PARCC Review. ELL students (3) improved 8% improvement on the post test scores, and the Special Needs (1) student showed 5% improvement. Grade 4 students- The results of the post test shows that 37 students:28 general population, improved 16%; 7 ELL and 2 Special Needs showed a 10% improvement on the post test compared to the pre-test test of the Math Measuring Up PARCC Review 2014. Grade 5 students- the results of the post-test showed that all 20 students, general population, improved 12%; 3 ELL, improved 7% and 2 Special Needs also showed a 7% improvement
N/A	Homeless/Migrant	N/A		
Afterschool PARCC Readiness Program	ELLs	Yes	Attendance and completion of the program	A review of pre and post-test scores indicates that students made improvement. The ELA and Math Afterschool PARCC Readiness Program were held from March 19 to June 4, 2015 **ELA Afterschool Enrichment**

	2	3	4	5
				Grade 3 students- The results of the Post Test showed that 25 out of the 28 students of the general population improved on an average of 13% on all indicators of the ELA Measuring Up improvement on the post test scores.
				Grade 4 students-The results of the post-test show that all 37 students; 28 general population, improved 12%; 3 ELL students improved 7% in the ELA Measuring Up Review.
				Math Afterschool Enrichment
				Grade 3 students- The results of the Post-Test showed that 28 students of the general population improved an average of 15% on all indicators of the Math Measuring Up PARCC Review 2013. ELL students (3) improved 8% improvement on the post-test and the Special Needs (1) student showed 5% improvement.
				Grade 4 students-The results of the post test show that all 37 students:28 general population , improved 16%; 7 ELL and 2 Special Needs showed a 10% improvement on the post test compared to the pre-test test of the Math Measuring Up PARCC Review, 2013.
				Grade 5 students-The results of the post-test showed that all 20 students, general population, improved 12%; 3 ELL improved 7% and 2 Special Needs also showed a 7% improvement.

Evaluation of 2014-2015 Interventions and Strategies

Professional Development Implemented in 2014-2015

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
Reading First: Teachers reviewed and implemented elements from the research Higher Order Thinking Strategies	ELA/ Students with disabilities, an ELL	Yes	Lesson plans posted in On Course (online) Walkthroughs Record of Attendance to workshops Meeting Agendas Workshop Agendas PLCs/Grade Level Meeting Agendas	Teachers are assigned to two-hour and a-half professional development four times per year. The focus of the seminars directly relate to the teacher's content area assignments and technology. Teachers are also encouraged to seek out workshops and seminars offered out-of-district with registered professional development providers. Participating teachers return to the school and provide turn-key information to their colleagues. Agendas, workshop booklets, and attendance to professional development documented. Walkthrough Data- Higher Order thinking: 70 % of teachers incorporate HOT questions when delivering instruction. 100% of teachers attended 25 hours or higher of professional development 2013-2014. 98% of teachers are Smartboard proficient In addition, the professional development for the instructional staff is based on data collected from individual teachers and teaching teams, the results of staff evaluations, the formulation of Professional Development Plans (PDP). In the area of English Language Arts and Literacy, professional development activities focus on guided and sustained reading, authentic assessment, Common Core State Standards knowledge, instructional strategies for reading and writing reinforcing "21" century research, backward lesson design, etc.
My Math Training	Mathematics/ Students with disabilities, an ELL	Yes	Lesson plans posted in On Course (online) Walkthroughs Record of Attendance to workshops Meeting Agendas Workshop Agendas PLCs/Grade Level Meeting	Teachers are assigned to 2.5 hours of professional development four times per year. The focus of the seminars directly relate to the teacher's content area assignments and technology. Teachers are also encouraged to seek out workshops and seminars offered out of district with registered professional development providers. Participating teachers return to the school and provide turn-key information to their colleagues.

1	2	3	4	5
			Agendas	Walkthrough Data- Higher Order thinking: 60 % of teachers incorporate HOT questions when delivering instruction. 100% of teachers attended 25 hours or higher of professional development 2014-2015. 98% of teachers are Smartboard proficient At other times, teachers fail to find appropriate professional development opportunities or find them too late to submit the necessary paperwork to obtain board approval to attend. Teachers are also encouraged to pursue graduate-level college course and degrees. Agendas, workshop booklets, and attendance to professional development are documented.
On Course Lesson Planning	Language Arts, Math, teachers of students with disabilities, ELL teachers	Yes	Lesson Plans posted in On Course (online) Walkthroughs Record of Attendance to workshops Meeting Agendas Workshops Agendas Grade Level Meeting Agendas	Teachers are assigned to 2.5 hours of professional development four times per year. The focus of the seminars directly relate to the teacher's content area assignments and seminars offered out-of-district with registered professional development providers. Participating teachers return to the school and provide turn-key information to their colleagues. At other times, teachers fail to find appropriate professional development opportunities or find them too late to submit the necessary paperwork to obtain board approval to attend. Walkthrough Data- Higher Order thinking: 60 % of teachers incorporate HOT questions when delivering instruction. 100% of teachers attended 25 hours or higher of professional development 2014-2015. 98% of teachers are Smartboard proficient

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
				Agendas, workshop booklets, and attendance to professional development are documented.

Family and Community Engagement **Implemented in 2013-2014**

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
In 2012-2013, 51% of the Parents/Guardians attended open house night. In 2012-2013, 51% of the Parent/Guardians attended Parent-Teacher Conferences. In 2013-2014, 67% of the Parents/Guardians attended Parent-Teacher Conferences. In 2012-2013, 67 % of the Parent/Guardians attended Open House night.	ELA	Yes	Record of Parent-Teacher conferences Logs on Attendance Students Climate Surveys Handbook Distribution signature Honor roll and perfect attendance list of students Winter and Spring Talent Musical programs Sample of letters of communication Field trips documentation Monthly calendars Multicultural activities documented on lesson plans and extra activities	In 2012-2013, 51% of the Parents/Guardians attended open house night. In 2012-2013, 51% of the Parent/Guardians attended Parent-Teacher Conferences. In 2013-2014, 67% of the Parents/Guardians attended Parent-Teacher Conferences. In 2013-2014, 67 % of the Parent/Guardians attended Open House night. In 2014-2015, 75% of the Parents/Guardians attended Parent-Teacher Conferences. In 2014-2015, 75 % of the Parent/Guardians attended Open House night.
Parent-Teacher Conferences Open House PTA Meetings Parent Workshops Student/Parent Handbook distributed	Mathematics	Yes	Record of Parent-Teacher conferences Logs on Attendance Students Climate Surveys Handbook Distribution signature Honor roll and perfect	In 2012-2013, 51% of the Parents/Guardians attended open house night. In 2012-2013, 51% of the Parent/Guardians attended Parent-Teacher Conferences. In 2013-2014, 67% of the Parents/Guardians attended

1	2	3	4	5
to Parents Quarterly honor roll attendance recognition ceremonies Student of the Month Recognition Winter and Spring Talent musicals NCLB communications in 3 languages Monthly Calendar Multicultural Activities			attendance list of students Winter and Spring Talent Musical programs Sample of letters of communication Field trips documentation Monthly calendars Multicultural activities documented on lesson plans and extra activities	Parent-Teacher Conferences. In 2013-2014, 67 % of the Parent/Guardians attended Open House night.
Parent-Teacher Conferences Open House PTA Meetings Parent Workshops Student/Parent Handbook distributed to Parents Quarterly honor roll attendance recognition ceremonies Student of the Month Recognition Winter and Spring Talent musicals NCLB communications in 3 languages Monthly Calendar Multicultural Activities	Students with Disabilities		Record of Parent-Teacher conferences Logs on Attendance Students Climate Surveys Handbook Distribution signature Honor roll and perfect attendance list of students Winter and Spring Talent Musical programs Sample of letters of communication Field trips documentation Monthly calendars Multicultural activities documented on lesson plans and extra activities	In 2012-2013, 51% of the Parents/Guardians attended open house night. In 2012-2013, 51% of the Parent/Guardians attended Parent-Teacher Conferences. In 2013-2014, 67% of the Parents/Guardians attended Parent-Teacher Conferences. In 2013-2014, 67 % of the Parent/Guardians attended Open House night. In 2014-2015, 75 % of the Parent/Guardians attended Open House night. In 2014-2015, 75% of the Parents/Guardians attended Parent-Teacher Conferences.
N/A	Homeless/Migrant			

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
Parent-Teacher Conferences Open House PTA Meetings Parent Workshops Student/Parent Handbook distributed to Parents Quarterly honor roll attendance recognition ceremonies Student of the Month Recognition Winter and Spring Talent musicals NCLB communications in 3 languages Monthly Calendar Multicultural Activities	ELLs		Record of Parent-Teacher conferences Logs on Attendance Students Climate Surveys Handbook Distribution signature Honor roll and perfect attendance list of students Winter and Spring Talent Musical programs Sample of letters of communication Field trips documentation Monthly calendars Multicultural activities documented on lesson plans and extra activities	In 2012-2013, 51% of the Parents/Guardians attended open house night. In 2012-2013, 51% of the Parent/Guardians attended Parent-Teacher Conferences. In 2013-2014, 67% of the Parents/Guardians attended Parent-Teacher Conferences. In 2013-2014, 67 % of the Parent/Guardians attended Open House night.

SCHOOLWIDE COMPONENT: EVALUATION

Principal's Certification-

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

❑ I certify that the school's Stakeholder/Schoolwide Committee conducted and completed the required Title I Schoolwide Evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

___   Stacey Love_____   _____   _____
       Principal's Name   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards . . . "

2014-2015 Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2013-2014 Interventions and Strategies

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	PARCC 3,4,5 • Grade Distributions • Unit Assessments • Walkthroughs	Spring 2011 LAL NJPASS-50.0% Spring 2012 NJPASS 2- 49.0% Spring 2011 NJASK 3-30% NJASK 4-25.3% NJASK 5 32.7% Spring 2012 NJASK 3-30.1% NJASK 4-15.7%, NJASK 5-21.3% Spring 2013 NJASK 3-39% NJASK 4-21% NJASK 5-23% Diagnostic, formative, and summative data is used to inform and drive instruction. The students at Berkeley Terrace School show low proficiency levels in LAL.
Academic Achievement - Writing	Cycle Tests, LAL Journals, formative assessments	Measured student proficiency in content areas and guides instructional awareness
Academic Achievement - Mathematics	NJASK 3,4,5, Cycle Tests, Math Journals, • Grade distributions • Unit assessments	Spring 2011 MATH NJPASS-57.0% Spring 2012 NJPASS 2-51.0% Spring 2011 NJASK 3-30.0, NJASK 4-35.2%, NJASK 5-56.9% Spring 2012 NJASK 3-39% NJASK 4-42.8%, NJASK 5-36.5% Spring 2013 NJASK 3-67% NJASK 4-28% NJASK 5-43% Diagnostic, formative, and summative data is used to inform and drive instruction. The students at Berkeley Terrace School show low proficiency levels in MATH. See comments under Reading
Family and Community	Back to School Night: Parent-	Amount of parent participation promoting collaboration between home and

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Engagement	teacher conferences; Parent-family workshops; IEP meetings; PTA membership; Welcome Tea; Recognition Ceremonies Winter & Spring Concerts; Celebrity Read-Read aloud to students Movie Night-promote family involvement(PTA) Liberty Science Center-Family involvement with a concentration on Science Workshops of interest to parents Newsletters	school will increase as evidenced by sign in sheets. During the 2013-2014 school year, the results of perception surveys were analyzed to implement activities to increase parental involvement. Parental support and involvement is a crucial component of student success.
Professional Development	Teacher PD Days out of district Weekly Faculty Meetings Grade Level Meetings Subject Area Meetings Two hour In District workshops, Three times per year	Educators will demonstrate evidence of the skills and information needed to improve the quality of learning through lesson plans and assessments. Level of teacher implementation of instructional strategies will increase. And improve the effective delivery of instruction in the classroom evidenced on student progress as per cycle test scores, report card grades, and an increased number of students scoring proficient in the NJASK standardized test.
Homeless	NJASK 3,4,5 Cycle Tests, LAL Journals, formative assessments Quarterly Progress Reports	No students identified in 2013-2014 as Homeless
Students with Disabilities	NJPASS 2 (2011) NJASK 3,4,5 Cycle Tests , LAL journals, Running Records, formative assessments	PROFICIENT SCORES Spring 2011-LAL NJASK 3-16.7%, NJASK 4-0.0%, NJASK 5-14.3% Spring 2012-LAL NJASK 3-0.0%, NJASK 4-7.7%, NJASK 5-0.0%

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Quarterly Progress Reports NJASK 3-5(Spring 2013)	Spring 2013-LAL NJASK 3-0%, NJASK 4-25.0%, NJASK 5-0.0% Spring 2011- MATH NJASK 3- 16.7%, NJASK 4- 25.0%, NJASK 5- 42.9% Spring 2012-MATH NJASK 3-10.0%, NJASK 4-14.2%, NJASK 5-11.1% Spring 2013 MATH NJASK-0%, NJASK 4-0%, NJASK 5-0%
English Language Learners	ACCESS Test NJASK 3,4,5 (unless exempt) Cycle Tests, LAL Journals, Formative assessments, Grade Distribution Reports	PROFICIENT SCORES Spring 2011 LAL NJASK 3-28.6%, NJASK 4-23.1%, NJASK 5-16.7% Spring 2012 LAL NJASK 3-27.3%, NJASK 4-10.0%, NJASK 5-30.0% Spring 2013 LAL NJASK 3-50%, NJASK 4-10%, NJASK 5-0% Spring 2011-MATH NJASK-28.5%, NJASK 4-7.7%, NJASK 5-50 % Spring 2012- MATH NJASK 3-33.3%, NJASK 4-44 %, NJASK 5-0% Spring 2013-MATH NJASK 3-75%, NJASK 4-20%, NJASK 5- 05
Economically Disadvantaged	NJPASS 2 (2011) NJASK 3,4,5 Cycle Tests, LAL Journals, formative assessments Grade Distribution Reports	PROFICIENT SCORES Spring 2011 LAL NJASK 3-24% NJASK 4-23% NJASK 5-30% Spring 2012 LAL NJASK 3-24% NJASK 4-12% NJASK 5-13% Spring 2013 LAL NJASK 3-42%, NJASK 4-22%, NJASK 5-15% Spring 2011-MATH NJASK 3-22% NJASK 4-30% NJASK 5-46% Spring 2012-MATH NJASK 3-31% NJASK 4-29% NJASK 5-23% Spring 2013-MATH NJASK 3-53% NJASK 4-21% NJASK 5-23%
School Climate and Culture	Teacher Attendance	Attendance Logs One student from each class recognized per determined time frame (e.g.

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Make a Difference Day Student of the Month Student Perfect Attendance Honor Roll/Super Honor Roll RIF Books Read Across America Celebrity Read The Week of the Young Child Field Trips End of Year Field Days Community Involvement Activities	monthly/bimonthly) Students recognized each marking period for all As and Bs and good citizenship Books given to students 3x per year to encourage reading at home Community representatives read to students in class New learning experiences and real world learning tool. Every class is encouraged to plan at least one educational field trip per year. Full day of physical education activities
Leadership	Observation/evaluation (informal and formal) Walkthroughs Lesson Plan reviews and feedback Teacher's made test analysis for validity and reliability using a rubric	Overall implementation of highly effective instructional strategies and best practices to improve academic achievement. Teachers and school leaders will collaborate and work together to implement the Schoolwide plan here delineated to improve on the core subjects: English Language Arts and Literacy, Mathematics, and improved parental involvement.
School-Based Youth Services	Breakfast Program Wrap Around Program	Increased number of students participating in Breakfast Program Increased number of students participating in Wrap Around Program

2014-2015 Needs Assessment Process
Narrative

1. What process did the school use to conduct its needs assessment?

   Principal reviewed the NCLB Plan with the Schoolwide stakeholders and School Leadership Council. The review included analysis of the following documents: Annual Needs Assessment Questionnaire, PARCC Scores, School Climate Survey, ELLA data, and District Assessments. The goal of the review was to revise the plan to reflect the needs of the 2015-2016 school year.

2. What process did the school use to collect and compile data for student subgroups?

   The Data Team collects and analyzes data related to the academic growth of the students. All cycle tests are analyzed by the Content Area Supervisors, and various members of the district, which allows them to facilitate prevention and intervention measures. The data is discussed with instructional staff at faculty meetings and common planning periods, which will allow teaching staff to identify grade level specific needs

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

   Irvington Public Schools administered the PARCC in Grades 3,4,5, which is a standardized mandated assessment by the State for all schools in New Jersey and has proven to be a valid and reliable standardized test. Data is based on student test data that is both disaggregated and multi-criteria in nature. The data collected references both state and district level student performance. The data is also compared to the data from the previous years. Other assessments are taken from curriculum content and created by publishers of materials or created by subject area supervisors and the central office level.

   Other assessments are taken from curriculum content and created by publishers of materials or created by subject area supervisors and the central office level.

4. What did the data analysis reveal regarding classroom instruction?

   The data from multiple assessment measures revealed a need to increase professional development for teachers in the areas of phonemic awareness and phonics, higher level thinking skills, classroom management strategies, improved lesson plan format, and more focus on essential questions and enduring understanding guiding lesson plans.

5 What did the data analysis reveal regarding professional development implemented in the previous year(s)?

   The data analysis (2014-2015) regarding professional development revealed that some of the staff members needed more training in areas such as: differentiated instruction, behavior modification, three-part objective, formative/summative evaluation techniques,

knowledge of the Common Core State Standards and district benchmarks; the effective engagement process of students during the lesson, portfolio writing and reading, and writing strategies.

6. How does the school identify educationally at-risk students in a timely manner?

Analysis of test scores from the previous year identifies at risk students. In addition variables such as: poor attendance; late to class; not completing assignments; lack of interest, and interim progress reports are ways to identify students' at risk in a timely manner. Analysis of report cards identifies students through the school year for immediate remediation. Cycle tests and pre-assessment tests are other diagnostic tools for early intervention/remediation of at risk students. Teachers identify students who are struggling and refer them to the I&RS committee for possible creation of Intervention Plan. Students diagnosed or suspected disabilities are referred to the 504 Plan Committee for possible accommodations.

7. How does the school provide effective interventions to educationally at-risk students?

I&RS, 504 Plans, IEPs, After School Tutoring, Counseling, Early Intervention and remediation-Basic Skills strategies by homeroom teacher and differentiated instruction.

8. How does the school address the needs of migrant students?

N/A

9. How does the school address the needs of homeless students?

Our homeless students are given the same educational opportunities as all other students. In addition, there is a weekend "backpack" meal program, and School Health and Social Services Coordinators will provide support and referrals to community resources as necessary.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Teachers, via faculty meetings and subject/grade level meetings were engaged (2014-2015 school year) in developing multi-dimensional assessments such as rubrics, open-ended questions, and authentic assessment, formative assessment, and using the three part objective. The results of these assessments are analyzed at common planning and faculty meetings to monitor and adjust instruction.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high School?

Current district preschoolers visit Berkeley Terrace School to meet the teaching staff and tour the building during early registration for Kindergarten students.

Preschool teachers visit kindergarten teachers to discuss kindergarten routine and curriculum.

Berkeley Terrace fifth graders visit one of the middle schools to meet the teaching staff and tour the building. District Guidance Counselors communicate to ensure a smooth transition.

Elementary teachers, with fifth grade students, have the opportunity to visit and collaborate with middle school teachers.

Principal ensures that the curriculum is implemented to foster a continuation of learning objectives

12. How did the school select the priority problems and root causes for the 2014-2015 schoolwide plan?

The school developed the attached plan to resolve academic deficiencies and address priority problems. After analyzing data by clusters in the areas of LAL and MATH, a needs assessment resulted in the identification of skill clusters that would be improved through more effective instruction. This determined the priority problems for the school.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2014-2015 Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Low achievement levels in English Language Arts	Low Achievement Levels in Math
Describe the priority problem using at least two data sources	Students are performing below grade level due to a lack of early literacy skills based on standardized test scores and district assessments.	Students are performing below grade level Low percentage of student proficient in math on state tests Failure to meet adequate yearly progress (AYP) in Math
Describe the root causes of the problem	Lack of early literacy	Lack of problem solving skills
Subgroups or populations addressed	All students All grade levels	All students All grade levels
Related content area missed	ELA	Math

Name of scientifically research based intervention to address priority problems	A. District Adopted Reading Program – Reading Wonders K - 5
	
	B. Read 180, System 44, Put Reading First Strategies
	C. Instructional Time Blocks
	    1. Grades K-3 (120 minutes)
	    2. Grades 4-5 (90 minutes)
	D. Technology
	1. Use of computers as a teaching tool
	2. Smartboards
	E. Classroom Libraries
	1. 300 selections 2.40% non-fiction
	F. Instructional Strategies
	1. Cooperative Learning
	2. Best Practices-Higher order thinking questioning/Bloom's Taxonomy
		A. McGraw Hill " My Math" Series
		    1. Textbooks
		    2. Related Workbooks
		    3. Manipulatives
		    4. Software
		    5. CCS Alignment
		    6. Literature Connection
		B. Afterschool Tutorial Program
		C. Scheduling
		    1.Extended Instruction Block (90 minutes)
		    2. Small Learning Communities
		     a. Collaborative Instructional Teams
		     b. Vertical and Horizontal Articulation
		D. Technology
		    1.Computer Center

3. LAL centers-reading, writing, listening
4. Guided Reading
5. PARCC 3/4/5 Test Taking Strategies
6. Differentiated Instruction
7. Inclusion
8. Intensive Early Literacy Instruction
9. Pacing Guides/Scope and Sequence of Subject
G. Staff Development
1. Collaborative Model
2. Result Based
3. Learning Teams
4. "21" Research based strategies/implementation-measurement tools
5. HIB
6. Read 180/System 44
7. Common Core State Standards
H. Field Trips
I. <mark>Afterschool Tutorial Program</mark>
J. <mark>Year Book Club</mark>
K. <mark>Reading Club</mark>
ELL Population
Same as General Population
1. Instructional Strategies/Activities (ELL)
2. Inclusion Materials
3. Thematic Approach Projects
4. Extended Time for Testing
5. Native Language Dictionaries
6. Grade/Proficiency level classroom libraries
7. Journal Writing
8. Read Alouds
9. Multicultural Stories/Role Plays
10. Collaboration with homeroom teachers
11. Flexible Grouping
SPECIAL EDUCATION POPULATION
Same as General Population /In addition:
I. Instructional Strategies/Activities (Special Education)
1. Inclusion
2. IEP Implementation
3. Supplemental Materials

2. Software
3. Calculators
4. Smart Boards
E. Instructional Strategies
1. Use of manipulatives
2. Cooperative Learning
3. PARCC 3/4/5 Test Strategies
4. Inclusion
5.   Math Centers
6. Open-Ended Questions
7. Problem Solving
8. Workplace Problem Solving
9. Lessons Aligned to CCSS
10. Newspaper Articles
11. Pacing Guides
12. Scope and Sequence aligned to curriculum
13. Differentiated Instruction
14. Field Trips
15. Math Integrated into other curriculum areas
F. Small Learning Communities
1. Collaborative Instructional Teams
2. Personal Plan of Progress
3. Vertical/Horizontal articulation of curricular plan
G. Staff Development
1. Collaborative Model
2. Results Based
3. Learning Teams
4. "21" Research based strategies/implementation-measurement tool
5. HIB
6. Common Core State Standards
ELL POPULATION Same as general population
H. Instructional Strategies/Activities (ELL)
1. Inclusion Materials
2. Extended Time for Testing
3. Problem of the Day
4. Math Journals
5. Picture Cues
6. Collaboration with homeroom teacher

	4. Extended Time for Testing
	5. Clarity and Structure
	6. Differentiated Instruction
	7. Extended School Year Summer Program
		SPECIAL EDUCATION POPULATION
		Same as general population, and in addition:
		I. Instructional Strategies/Activities (Special Education)
		      1.Inclusion
		      2. IEP Implementation
		      3. Peer Tutoring
		      4. Supplemental Materials
		      5. Extended time for testing
		      6. Hands on activities
		      7. Differentiated instruction
		      8. Extended School Year Program

How does the intervention align with the Common Core State Standards?	All programs and events are board approved and aligned with the NJCCCS for academic and workplace readiness core content standards: 3.1,3.2,3.3,3.4,3.5	All programs and events are board approved and aligned with the NJCCS for academic and workplace readiness core content standards: 4.1,4.2,4.3,4.4,4.5

2014-2015 Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Professional Development	School Climate and Environment
Describe the priority problem using at least two data sources	Attendance sheets, district professional calendars, PD Surveys, indicate the need of professional development: ELA, Math, and School Climate	Suspension rates and home for parents letters indicate the need to implement activities to improve the students' perception about the school, safety, and wellness
Describe the root causes of the problem	Lack of consistent and job-embedded professional development	Students lack coping strategies, conflict resolution skills, and self-regulation skills.
Subgroups or populations addressed	Teachers	Teachers, students, and parents
Related content area missed	N/A	N/A
Name of scientifically research based intervention to address priority problems	Professional communities, common planning and peer coaching	Positive behavior support
How does the intervention align with the Common Core State Standards?	Professional development based on New Jersey Professional Development Standards for Teachers	N/A

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies . . . "

2014-2015 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
Departmentalization in Grades 3-5 District Adopted Reading Program Reading Wonders (K-5) *Units of Study in Opinion, Information, and Narrative Writing Writing Portfolios Read 180/System 44 Benchmark Assessments-SRI *Iready Diagnostic & Instruction Reading *Technology Components -Discovery Streaming, Grolier Online Student Engagement Strategies		All Students	Principal Supervisor	By June 2015, there will be an increase in student achievement on state standardized tests by meeting the NJDOE Annual Performance Target in English Language Arts.	Differentiated Instruction, Guided Reading, Technology integration

SCHOOLWIDE COMPONENT: Reform Strategies

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
*Common Core Text Sets Differentiated Instruction Reading First Strategies					
Departmentalization in Grades 3-5 My Math Program Differentiated Instruction Guided Math Groups Learning Centers Instructional Journals/Portfolios Focus on LRE Field Trips *Afterschool Tutoring Program *	Mathematics	All Students	Principal Math Supervisor Teachers	By June 2015, there will be an increase in student achievement on state standardized tests by meeting the NJDOE Annual Performance Target in Mathematics.	Differentiated Instruction, Guided Reading, Technology integration
Honor Society	All Content	Grades 3-5	Principal Teachers	To increase the number of students eligible for membership in the honor society	Incentives for students to excel academically
Student Council	All Content Areas	Grades 4 &5	Principal. Teachers	To provide students with leadership skills, knowledge of governmental processes, and decision-making opportunities	Students who are civically engaged perform better in reading, reading, mathematics, history, and science.
Oncourse	All Content Areas	All teachers	Principal, Teachers	To provide an opportunity for teachers to work together	

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;

SCHOOLWIDE COMPONENT: Reform Strategies

				ESEA §1114(b)(I)(B) *strengthen the core academic program in the school*;	
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
				collaboratively in the	

*Use an asterisk to denote new programs.

2014-2015 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

				ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, *and help provide an enriched and accelerated curriculum;*	
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
Afterschool Enrichment/Tutoring Program *Summer Reading Programs/Learning Packets	ELA/Mathematics	All Students Grades 3-5 ELL's and Students with Disabilities	Principal Teachers	Attendance, Pre/Post Test Evaluation, and Completion of the Program. Increase of student achievement By June 2016 there will be evidence of improved report card grades, increased State Assessment Scores, and improved progress in ELA/Math	Sources: The National Institute of Literacy National Reading Panel Report that provides data and analysis in areas of reading/writing discussion Discovery Education-Partner with PBS- to provide students and teachers with information and professional development to increase student achievement
Educational Field Trips	Across All Academic Areas	All Students	Principal Teachers SLC	To enrich the academic experiences of all students and to enhance the curriculum	Sources: The National Institute of Literacy National Reading Panel Report that provides data and analysis in all content areas. Discovery Education-Partner with PBS- to provide students and teachers with information and professional development to increase student achievement

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Interest/Hobby Clubs -Library Club -School Newsletter -Scripps Spelling Bee Club -Year Book Club -Reading Club	Across All Academic Areas	All Students	Teachers/Club Advisors	To enrich the academic experiences of all students and to enhance the curriculum	Sources: The National Institute of Literacy National Reading Panel Report that provides data and analysis in all content areas. Discovery Education-Partner with PBS- to provide students and teachers with information and professional development to increase student achievement
School Climate	ELA/MATH	All Students	Building Administrator Teachers District Supervisors	Results on all district and state assessments. Progress reports, report cards with a greater percentage of students on honor roll. Reduced number of school related infractions, resulting in suspension. Greater student confidence in the subject is reflected in student's attitude and work**.**	Sources: The National Institute of Literacy National Reading Panel Report that provides data and analysis in all content areas. Discovery Education-Partner with PBS- to provide students and teachers with information and professional development to increase student achievement
Afterschool Enrichment/Tutoring Program *Summer Reading		ELLs Students with Disabilities	Building Administrator Teachers District Supervisors		Sources: The National Institute of Literacy National Reading Panel Report that provides data and analysis in all content areas.

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Programs/Learning Packets Educational Field Trips Interest/Hobby Clubs -Library Club -School Newsletter -Scripps Spelling Bee Club					Discovery Education-Partner with PBS- to provide students and teachers with information and professional development to increase student achievement

*Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Professional Development: In district and out of district workshops Professional Learning Meetings Pacing Guides	ELA	All Teachers Pre-K-5	Principal ELA Supervisor	Increased reading fluency, writing skills and comprehension. By June 2015, there will be an increase in student achievement on the state standardized test by meeting the NJDOE Annual Performance Target in English Language Arts.	ELA Common Core Standards The use of programs and activities such as collaborative instructional teams, Professional Learning Communities, walkthroughs, data-driven instruction, highly qualified teachers, integrated technology, and others support the NCLB

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Higher Order Thinking Strategies/Questioning Techniques Curriculum/Instruction aligned to Common Core State Standards Danielson Framework for Teaching					guidelines and have to be effective research-based practices.
Professional Development: In district and out of district workshops, Professional Learning Community meetings , and grade-level meetings on My Math Pacing guides Higher Order Thinking Questions/Skills Common Core State Standards (Math)	Mathematics	All Teachers Pre-K-5	Principal/ Math Supervisor	Increased Math Proficiency based on State Assessment and District Benchmark Data By June 2015, there will be an increase in student achievement on the state standardized test by meeting the NJDOE Annual Performance Target in Mathematics.	My Math programs by McGraw Hill, 2013, approved by the district is research based and aligned to the Common Core State Standards. Strategies such as the use of manipulatives, formative and summative assessments, journaling, flexible and small group instruction, modeling and critical thinking skills, project-based learning, and others are research-based. The use of programs and activities such as collaborative instructional teams, Professional Learning Communities, walkthroughs, data-driven instruction, highly-qualified

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Assessment types Danielson Framework for Teaching					teachers, integrated technology, and others support the NCLB guidelines and have been found to be effective research-based practices.
Positive Behavior Support	All Grades	All Teachers Grades Pre-K-5	Principal/ Supervisor	By June 2016, the number of suspensions, HFP's and teacher referrals will decrease from the previous school year. By June 2016, there will be an increase in student achievement on state standardized tests by meeting the NJDOE's Annual Performance Target in English Language Arts and Mathematics.	Armstrong, J. & Anthes, K. (2001). Olivia & Gordon, 8th edition (2013)
Student/Peer Feedback Peer Coaching	All Grades	All Teachers Grades Pre-K-5	Principal/ Supervisor	By June 2016, there will be an increase in student achievement on state standardized tests by meeting the NJDOE's Annual Performance Target in English Language Arts and Mathematics.	Continuing professional development will increase teacher mastery. Armstrong, J. & Anthes, K. (2001).
Student Engagement	All Grades	All Teachers Pre-K-5	Principal/ Supervisor	By June 2016, there will be an increase in student achievement on state standardized tests by meeting the NJDOE's Annual Performance	Continuing professional development will increase teacher mastery. Armstrong, J. & Anthes, K. (2001).

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
				Target in English Language Arts and Mathematics.	Olivia & Gordon, 8th edition (2013)

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program
(For schools approved to operate a schoolwide program beginning in the 2014-2015 school year)

All Title I Schoolwide Programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally?
   The responsibility of evaluating the schoolwide program, will be conducted internally by the Title I Schoolwide stakeholders and School Improvement Panel.
2. What barriers or challenges does the school anticipate during the implementation process?
   School scheduling and school funding will present barriers and challenges during the implementation process.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
   The school will obtain the necessary buy in from all stakeholders by holding school forums, PTA meetings, communication via email, school website, newsletters, engagement activities, and faculty meetings.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
   The school will use surveys, perceptive surveys, sign in sheets for school events, faculty and staff meetings, feedback forms from school wide events as well as student data will be used to gauge the perceptions of the staff.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?
   Measurement tools such as feedback from planned activities, surveys and survey data will be used to gauge the perceptions of the community.

6. How will the school structure interventions?
   The school will structure interventions based on established timelines created by the stakeholders in the Title I school wide panel and SIP and aligning it to the established school wide curriculum.

7. How frequently will students receive instructional interventions?
    Students will receive instructional interventions through daily instruction and after assessments are analyzed.

8. What resources/ technologies will the school use to support the schoolwide program?
   The school will use the following resources to support the school wide program; expanded technology access across curriculum, website links for ELA, Math, Science resources, educational assemblies, Oncourse teacher websites, newsletters for parents and teachers and laptops in the media center to reinforce technology across the curriculum.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
   The school will measure the effectiveness of each intervention by analyzing progress reports, standardized test data, report cards, staff/student attendance, and SGO pre and post test data.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?
    The school will disseminate the results of the schoolwide program evaluation to its stakeholder groups at PTA meetings, SIP meetings, faculty meetings, and PLC meetings.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance . . . such as family literacy services

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans contain strategies to involve families and the community; especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
PTA Meetings Parent Workshops Back to School Night Parent Participation on Committees Parent Surveys Student/Parent Handbook distributed to Parents Quarterly Honor Roll and Perfect Attendance recognition ceremonies Winter Concert Black History Month Program Spring Concert NCLB	ELA	Parents	Principal Parent Coordinator	By June 2016, there will be an increase in student achievement on state standardized tests by meeting the NJDOE's Annual Performance Target in English Language Arts. By June 2016, there will be a 3.5% increase in parents participating in conferences, activities, meetings, and surveys.	Research indicates that if parents are actively involved in their child's education, students will perform better on state assessments, and in school in general. Parents/Guardians will receive a report of their child's performance on the PARCC test. During mid-cycle prior to Report Card distribution, Progress Reports are sent home to make parents aware of their child's social, emotional, and academic strengths as well as challenge areas. All above activities are practices that support the NCLB mandates and are research based.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
communications in three languages Field Trips/chaperones Honor Society Student Council Library Club Monthly calendar Multicultural activities "Spotlight on Achievement" Monthly Newsletter Harmony Club					
PTA meetings Parent Workshops Back to School Night Parent Participation on Committees Parent Surveys Student/Parent Handbook distributed to parents Quarterly honor roll and perfect attendance recognition ceremonies Student of the Month	Mathematics	Parents	Principal Parent Coordinator	By June 2016, there will be an increase in student achievement on state standardized tests by meeting the NJDOE's Annual Performance Target in Mathematics. By June 2016, there will be a 3.5% increase in parents participating in conferences, meetings, committees, activities, and surveys.	Research indicates that if parents are actively involved in their child's education, students will perform better on state assessments and in school in general. Parents/Guardians will receive a report of their child's performance on the state standardized test. During mid-cycle prior to Report Card distribution, progress reports are sent home to make parents aware of their child's social, emotional and academic strengths

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
recognition Winter, Black History Month and Spring Talent musicals NCLB communications in 3 languages Field trips/chaperones Honor Society Student Council Library Club Monthly Calendar Multicultural activities					as well as challenge areas. All above activities are practices that support the NCLB mandates and are research based.
N/A		Homeless Migrant			
PTA meetings Parent Workshops Back to School Night Parent Participation on Committees Parent Surveys Student/Parent Handbook distributed to Parents		ELL	Principal Parent Coordinator	By June 2016, there will be an increase in student achievement on state standardized tests by meeting the NJDOE's Annual Performance Target in Language Arts and Mathematics. By June 2016, there will be a 3.5% increase in parents participating in	Research indicates that if parents are actively involved in their child's education, students will perform better on state assessments and in school in general. Parents/Guardians will receive a report of their children's performance on the PARCC. During mid-cycle prior to Report Card distribution, Progress Reports

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
				conferences, meetings, committees, activities, and surveys.	are sent home to make parents aware of their child's social, emotional, and academic strengths as well as challenge areas. All above activities are practices that support the NCLB mandates and are research based
PTA meetings Parent Workshops Back to School Night Parent Participation on Committees Parent Surveys Student/Parent Handbook distributed to parents Quarterly honor roll and perfect attendance recognition ceremonies Student of the Month recognition Winter, Black History Month, Spring Talent Musicals NCLB communications in 3		Students with Disabilities	Principal Parent Coordinator	By June 2016, there will be an increase in student achievement on state standardized tests by meeting the NJDOE's Annual Performance Target in Language Arts and Mathematics. By June 2016, there will be a 3.5% increase in parents participating in conferences, meetings, committees, activities, and surveys.	Research indicates that if parents are actively involved in their child's education, students will perform better on state assessments and in school in general. Parents/Guardians will receive a report of their child's performance on the state standardized assessments. During mid-cycle, prior to Report Card distribution, progress reports are sent home to make parents aware of their child's social, emotional, academic strengths as well as challenge areas.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
languages Field Trips/chaperones Honor Society Student Council					
Parent Teacher Conferences	ALL	Parents	Principal Parent Coordinator	By June 2016, there will be an increase in student achievement on state standardized tests by meeting the NJDOE's Annual Performance Target in Language Arts and Mathematics. Increase in parents attending conferences	Research indicates that if parents are actively involved in their child's education, students will perform better on state assessments and in school in general. Parents/Guardians will receive a report of their child's performance on the state standardized tests. During mid-cycle, prior to report card distribution, progress reports are sent home to make parents aware of their child's social, emotional, and academic strengths as well as challenge areas. All above activities are practices that support the NCLB mandates and are research based.

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2014-2015 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?
   The school's family and community engagement program will address the need to improve student achievement in math and language arts literacy by raising awareness of learning strategies, study skills, appropriate school conduct and test preparation.

2. How will the school engage parents in the development of the written parent involvement policy?
   A parent survey will be used to solicit feedback regarding perception about the parent involvement policy. Results of the survey will be reviewed and analyzed by a newly formed parent involvement committee that will make recommendations for improvement and activities based on the data received.

3. How will the school distribute its written parent involvement policy?
   The parent involvement policy will be posted on the website sent home with the students, and copies will be made available in the front office and in the parent resource center.

4. How will the school engage parents in the development of the school-parent compact?
   A parent survey will be used to solicit feedback regarding beliefs about a school-parent compact. The issue will also be discussed at PTA meetings in order to obtain further parent feedback.

5. How will the school ensure that parents receive and review the school-parent compact?
   Along with the school-parent compact, the parent will receive an acknowledgement receipt form that would need to be signed and returned to the school. The compact and accompanying cover note will be translated into Spanish and French Creole for non-English speaking parents. (Website and Back to School Night)

6. How will the school report its student achievement data to families and the community?
   Student achievement data is reported by the District Director of Assessment to families at special meetings scheduled during the school year. Building principal will review data at SLC and PTA meetings.

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?
   The District is responsible for communicating district wide progress toward annual measurable objectives for Title III.

8. How will the school inform families and the community of the school's disaggregated assessment results?
   The District Director of Assessment is responsible for communicating disaggregated assessment results at an annual community meeting.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?
   The school will offer opportunities for parent feedback through the use of surveys, open forum meetings, online web surveys, and PTA meetings. The school will also welcome parents to serve on the Title I Schoolwide Plan Committee.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

10. How will the school inform families about the academic achievement of their child/children?

The school will inform families about the academic achievement of their children through progress reports, report cards, and parent-teacher conferences. In addition, parents/guardian will receive a report on their children's performance on state assessments. During the first PTA Meeting and Parent Advisory Committee meetings of the school year, parents will be instructed on how to interpret the NJASK test results.

11. On what specific strategies will the school use its 2014-2015 parent involvement funds?

Parent involvement funds for 2014-2015 will be used for parent surveys, parent workshops, parent incentives, assemblies for parents with their children, and field trips.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	36 100%	- New Teacher Orientation - New Teacher Meeting - Mentors - Peer Observations / Modeled Lesson - Frequent Feedback
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	 0%	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	11 100%	N/A District does not hire Paraprofessionals
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	0 0%	

* The district must assign these paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I Schoolwide Program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Recruitment fairs with very positive representatives from the district	Principal/HR Department
Outreach to colleges and universities with students interested in urban education	Principal/Other Faculty
Maintain positive messages and images on district website	Human Resources
Open houses and building tours for education majors	Principal/HR Department
Student teaching opportunities	Principal/Other Faculty
Substitute teaching opportunities	Principal/Other Faculty